

# Pupil premium strategy statement – Tickhill Estfeld Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	6.25%
Academic year/years that our current pupil premium strategy plan covers	2023 to 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Amanda Painter (Headteacher)
Pupil premium lead	Jo Forster (Deputy head)
Governor / Trustee lead	Will Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14885
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16885

# Part A: Pupil premium strategy plan

## Statement of intent

At Tickhill Estfeld Primary School, we know that high quality teaching and leadership are vital in raising attainment. All pupils learn best when they are in class with their teacher and are accessing “quality-first teaching”. We also know that schools that are most effective in improving outcomes for disadvantaged pupils use research-based evidence about what makes a real difference to pupils’ outcomes when planning specific interventions. We are aware of current research and good practice, and take this into account when planning our curriculum. We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools’ attention on raising the attainment of low performing pupils, more-able disadvantaged pupils are also at risk of underachievement too.

At Tickhill Estfeld our expectation is that all pupils, including those eligible for Pupil Premium funding, make good progress over time and achieve high outcomes, that they develop skills and personal qualities that allow them to access their learning and access a wide range of social and cultural opportunities.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the individual challenges faced by our vulnerable pupils, such as those who are Young Carers; pupils who are adopted; pupils who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Through a three-tiered approach, quality-first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy also dovetails with wider school plans for education recovery, notably in its targeted support through the Catch-Up Premium for pupils whose education has been worst affected by the Coronavirus Pandemic, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and thrive.

To ensure they are effective we will:

- prioritise our pupils’ emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- assess accurately and make sure the targets set are achievable and are challenging.
- rigorously monitor pupil progress to ensure provision is effective and interventions are appropriate for overall progress.
- involve parents in their child's learning and progress so we can work in partnership to build positive relationships and ultimately accelerate learning and well-being for our pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social and emotional / mental health difficulties.
2	Reading attainment for children in receipt of PP funding.
3	Writing attainment of pupils in receipt of PP funding.
4	Maths attainment for children in receipt of PP funding.
5	Wider opportunities and life experiences.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Outcomes in Reading throughout school are in line with similar schools nationally.	Attainment and progress of children in Reading will be in line with similar schools nationally.
Outcomes in Writing throughout school are in line with similar schools nationally.	Attainment and progress of children in Writing will be in line with similar schools nationally.
Outcomes in Maths throughout school are in line with similar schools nationally.	Attainment and progress of children in Maths will be in line with similar schools nationally.
School to provide additional support from the recovery premium to identify and address gaps in learning caused by lockdown experience.	Children who were unable to engage in remote learning are able to close the gap between themselves and peers who engaged fully in remote learning.

All pupils access the full National Curriculum and wider opportunities provided as the school's curriculum offer.	Pupils are able to participate in all curriculum subjects and the wider opportunities that Estfeld's curriculum offers. Pupils will have access to the outdoor learning area at Estfeld.
Early identification of children in receipt of PP in FS and KS1.	School will have encouraged parents to apply for Free School Meals at the initial transition meeting and provided support with this.
All pupils to access PHSE curriculum which supports social, emotional and mental health. Children identified as needing additional support will access early support within school.	All children will engage with PHSE learning in the classroom, through other areas of the curriculum, and assemblies. Pupils needing additional support will work with the school learning mentor.
Good or better rates of progress and attainment for all pupils including PP pupils.	Progress for PP pupils will be in line with that of non-PP pupils. Attainment for PP pupils will be in line with that of all pupils nationally.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD	High quality teaching and learning has the greatest impact on the attainment and progress of children. (EEF)	2 3 4
Continue to embed VIPERS and Pawsome Pals comprehension strategies.	Teaching reading comprehension strategies has moderate impact for very low cost + 5 months gains (EEF) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>	2 3
Embed new phonics scheme (Floppy's Phonics).	Early Literacy approaches has high impact for very low cost +4 months gains (EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	2 3

NFER assessments and moderation.	Effective feedback has high impact for very low cost with 8 month + gains (EEF) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a>	2 3 4
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Floppy's Phonics	EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF states high impact for very low cost based on very extensive evidence <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2 3
Assessment resources - NFER	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Effective feedback has high impact for very low cost with 8 months + gains (EEF) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a>	2 3 4
Provision maps, based on analysis of data and teacher knowledge, detail targeted support and are analysed for impact  Support staff to be class based for same day intervention: including pre and post teaching.	Sutton Trust found that 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 4
Additional 1:1 reading sessions	Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance	2

<p>Nessy reading programme</p> <p>Group guided reading interventions</p> <p>Book Buddies</p>	<p>Report Improving Literacy in Key Stage 2. Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	
<p>Additional support for spelling: Nessy</p> <p>Essential spelling – major/minor gaps intervention</p>	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.</p> <p>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Success in Arithmetic</p>	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	4
<p>1:1 targeted support for pupils in need</p>	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	2 3 4
<p>Tutoring in maths and English</p>	<p>Sutton Trust found that: 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Small group tuition having an impact of +4 months (EEF)</p>	2 3 4
<p>Small group intervention with experienced Teachers/HLTAs and TAs in addition to QFT.</p>	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p> <p>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p>	2 3 4

<p>Nuffield early language intervention.</p>	<p>Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</a></p> <p>Oral language interventions – EEF state very high impact for very low cost based on extensive evidence.  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	<p>2 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to outdoor learning through development of outdoor learning area	Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	1 5
Swimming lessons and resources		5
PE coach to deliver playtime and lunchtime coaching/ outdoor activity sessions – Commando Jo and Brain Gym	EEF state a moderate impact for outdoor learning with gains of 3 months: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>	1 5
Learning mentor to support pupils with SEMH difficulties.	KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social Ser-	1



	<p>vices and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life</p> <p>EEF states moderate impact for very low cost for social and emotional support:  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
Music tuition	<p>Research shows that young people playing an instrument show greater progress and better academic outcomes than those not playing.</p> <p><a href="#">The impact of instrumental music learning on attainment at age 16: a pilot study   British Journal of Music Education   Cambridge Core</a></p>	5
WMIM programme to support with mental health and well-being for pupils and their families.	<p>EEF states moderate impact for very low cost for social and emotional support:  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF state a moderate impact for very low cost based on extensive evidence  <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1

**Total budgeted cost: £ 16885**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<u>Percentage achieving GLD (good level of development) in Reception (end of EYFS) – 2 PP children</u>				
% of Reception pupils achieved GLD	86%			
% of Pupil Premium children achieved GLD	0%			
<u>Year One – 2 PP children</u>				
Subject	EXS+ (At least the expected standard)	GDS (Working at a greater depth within the expected standard)	Pupil Premium EXS+	Pupil Premium GDS
Maths	93%	3%	50% (1)	0%
Reading	83%	10%	0%	0%
Writing	86%	3%	0%	0%
GPS	86%	3%	0%	0%
<u>Year Two – 2 PP children</u>				
Subject	EXS+ (At least the expected standard)	GDS (Working at a greater depth within the expected standard)	Pupil Premium EXS+	Pupil Premium GDS
Maths	83%	27%	100% (2)	0%
Reading	83%	27%	100% (2)	0%
Writing	77%	10%	100% (2)	0%
GPS	77%	10%	100% (2)	0%

Year Three – 1 PP child

<b>Subject</b>	<b>EXS+ (At least the expected standard)</b>	<b>GDS (Working at a greater depth within the expected standard)</b>	<b>Pupil Premium EXS+</b>	<b>Pupil Premium GDS</b>
<b>Maths</b>	75%	25%	100% (1)	0%
<b>Reading</b>	84%	25%	100% (1)	0%
<b>Writing</b>	69%	9%	100% (1)	0%
<b>GPS</b>	84%	26%	100% (1)	100%

Year Four – 1 PP child

<b>Subject</b>	<b>EXS+ (At least the expected standard)</b>	<b>GDS (Working at a greater depth within the expected standard)</b>	<b>Pupil Premium EXS+</b>	<b>Pupil Premium GDS</b>
<b>Maths</b>	81%	23%	0%	0%
<b>Reading</b>	77%	23%	0%	0%
<b>Writing</b>	63%	7%	0%	0%
<b>GPS</b>	58%	24%	0%	0%

Year Five – 2 PP children

<b>Subject</b>	<b>EXS+ (At least the expected standard)</b>	<b>GDS (Working at a greater depth within the expected standard)</b>	<b>Pupil Premium EXS+</b>	<b>Pupil Premium GDS</b>
<b>Maths</b>	91%	32%	50% (1)	0%
<b>Reading</b>	82%	21%	50% (1)	0%
<b>Writing</b>	65%	6%	50% (1)	0%
<b>GPS</b>	79%	24%	50% (1)	0%

Year Six – 2 PP children

<b>Subject</b>	<b>EXS+ (At least the expected standard)</b>	<b>GDS (Working at a greater depth within the</b>	<b>Pupil Premium EXS+</b>	<b>Pupil Premium GDS</b>
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		<b>expected standard)</b>		
<b>Maths</b>	88.6%	34.3%	100% (2)	0%
<b>Reading</b>	94.3%	31.4%	50% (1)	0%
<b>Writing</b>	91.5%	3%	50% (1)	0%
<b>GPS</b>	91.4%	54.3%	50% (1)	50%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	TTRS
NELI	Nuffield Foundation
Nessy	Nessy
Jigsaw	Jigsaw PHSE
Literacy Shed	EdShed
Get Set for PE	Get Set for Education